

Prediction Of Social Adjustment Based On The Perception Of Competence And Self-Control With The Mediating Role Of Cognitive Emotion Regulation In Single-Parent Students

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Abstract

The aim of this research was to predict social adjustment based on the perception of competence and self-control with the mediating role of cognitive emotion regulation in students with single parents. The research design was correlational and more specifically path analysis. The statistical population included all single-parent students in the age range of 7-12 in Ahvaz city in the academic year 2020-2021. The research sample included 75 students. which were selected by purposive sampling. From Harter Competency Perception Scale (1985), self-control Kendal & Wilcox (1979), cognitive regulation of emotion CERQ; (Garnefski & Kraaij, 2006) and individual-social adjustment California Questionnaire (Clark et al., 1953) were used to collect data. Pearson's correlation coefficient test and path analysis were used to analyze and analyze the data in this research. The findings showed that the model of social adjustment based on the perception of competence and self-control with the mediating role of cognitive emotion regulation in single-parent students has a good fit. All path coefficients related to the final model are significant. The only non-significant path was the direct path of competence perception to social adaptability, which was removed from the final model. Also, for both indirect paths, zero is outside the confidence interval (lower limit and upper limit) and the obtained significance level is less than 0.05. Therefore, both indirect effects are significant and are confirmed. The findings of the research showed that the perception of competence and self-restraint directly and also indirectly with the mediating role of cognitive regulation of emotion is able to predict adjustment in single-parent students, which can help improve the mental health of people. Single parent should be considered.

Keywords: Single parent, social adjustment, competence perception, self-control, cognitive emotion regulation.

Introduction

Many researches related to children are focused on a simple model of socialization according to which parents provide the necessary grounds for children to learn the necessary skills to live in society. In this view, the child is defined from the point of view of adults and does not have an independent existence, he should only get the necessary preparation so that when he grows up, he will emerge as a suitable person to play a role in society. Socialization is a complex process at the same time, and children are members of our society from this period. The growing statistics of children's problems and their sufferings such as forced labor, poverty, delinquency, running away from home and various types of abuse of children are things that require a new perspective on children. Children are socialized at home, they are supported in the shadow of their parents and they learn elementary education there. Due to the natural disability of the human child, the only safe environment for him is the family. The family of a small civilization is a system of roles and relationships that are formed in relation to each other. Disruption in this system will cause disruption in society. Families under the guardianship of one parent are among the most vulnerable families, which will naturally be harmful if the problems are not recognized and acted upon. One of the problems of single-parent children is establishing effective and satisfactory relationships with other members of the society. In fact, these people have problems in acquiring social skills. Adaptability is the relationship that is established between a person and his environment, especially the social environment, and allows him to respond appropriately to his needs and motivations. Adaptability is an important factor for a happy life in society and helps a person to resolve impulses in acceptable ways. A person benefits from compatibility when he can establish a healthy relationship between himself and his social environment and satisfy his motives, otherwise he is considered as a

maladaptive person (Singh & Kumar, 2013). Social adaptation gradually reaches perfection and is achieved naturally during life and in dealing with experiences. With the passing of childhood and entering adolescence, psychosocial development turns from a simple transformation into a profound transformation, and by applying social skills, the teenager can find his place among his peers and adults and be socially accepted. Success in social acceptance leads to social adaptation and may lead a person to the stage of social influence, which is a level higher than social acceptance, and in this stage, he can influence those around him (Atkinson & Hilgard, 2000).

Another variable of this research is self-control. In the definition of self-control, it should be said that a person has the ability to control his behaviors, emotions, and instincts despite being motivated to act. When a child or teenager uses self-control, they spend time thinking about choices and possible outcomes and then make the best choice. The quality of child upbringing by parents in the first childhood years and the way parents compromise and interact with children in the first and second childhood periods in the family determines the level of self-control. In fact, a child who has been brought up with violence and extremism or neglect and negligence of parents or who has witnessed a great crisis such as the separation of parents in the family, will definitely be raised with a low threshold of sensitivity and weak self-control, impulsive and risky. Usually, he can easily commit criminal behavior (Rashadi et al., 2018). Self-control and management of emotions can be referred to as the key to emotional paradise because it is only through self-control that one can associate a certain amount of emotions with thinking and follow the original path of right thinking (Masoudi et al., 2017). One of the important issues that play a role in children's well-being and is also the source of negative thinking is the feeling of unworthiness. Feeling

unworthy negatively affects all our positive points of view and validates negative thoughts. . (Safar Hamidi et al., 2015). The need for competence in people motivates them to perform activities in order to acquire competence. Therefore, the perception of competence is the result of a spontaneous effort, the independence of which gives a sense of control over the learning situation. Mastering the learning situation along with the perception of competence leads the learner to more effort and persistence. In this way, if there are obstacles in the way of acquiring competence, the learner will not easily stop trying and will be a resilient person (Mirzaei et al., 2018).

One of the variables that can be related to social adjustment is the cognitive regulation of emotion. Emotion regulation can be defined as processes through which people can influence what emotions they have and when they experience and express them. Emotion management is an internal and external process that is responsible for controlling, evaluating and changing a person's emotional reactions on the way to achieving his goals, and any form of failure in the regulation of emotions can make a person vulnerable to mental disorders such as depression and make anxiety vulnerable. According to researchers, how to evaluate a person's cognitive system when facing a negative incident is of great importance. The mental health of people is a result of a two-way interaction between the use of specific interaction strategies of cognitive regulation of emotions and the correct assessment of the stressful situation (Abolghasmi and Beigi, 2018). According to what was said about the mental health of single-parent children, social harmony, self-control, cognitive regulation of emotion, and knowing ways to improve and increase it to ensure a healthy life for people in society. The purpose of this research is to predict social adjustment based on the perception of competence and self-control with the mediating

role of cognitive emotion regulation in students with a single supervisor.

Research method

Due to the fact that there are different definitions of the research method, it can be said that the current research is a type of correlation and more specifically, path analysis. The statistical population of the research includes all single-parent students in the age range of 7-12 years in the city of Ahvaz and in the academic year of 2020-2021. Purposive sampling and the research sample included 75 students. Research data were collected using the following questionnaires:

- 1- California Personal-Social Adjustment Questionnaire: The California Personality Questionnaire was created by (Tiegs, Clark & Thrope, 1941) and was revised in 1953. This test is prepared in order to measure different compromises in life, which has two poles of individual compromise and social compromise, and has 180 double-choice questions. Half of the questions of this test are prepared to measure individual compromise and the other half to measure social compromise. In this research, the social adaptation subscale and 90 questions related to social adaptation are used. The factors that make up the social adaptation scale include social patterns, social skills, antisocial interests (family relationships, school relationships and social relationships). The individual score includes 6 specific scores related to each of the subscales and a general score as social adaptation. In a research by In order to examine the psychometric properties of the California Personality Questionnaire, the reliability coefficient for the entire test was obtained by the Spearman-Brown method and also by the binomial method from 0.60 to 0.87

(Tiegs, 1941). The different areas of the test were calculated through Cronbach's alpha by Attari, Shahni (2005) Yilagh, Kochi Bashlideh, and the reliability coefficient for the social compatibility subscale was equal to 0.75. Also, the internal consistency coefficient of this scale Cronbach's 0.97, with the composition method 0.98, Spearman-Brown's coefficient 0.98 and Gutman's coefficient 0.98 have been reported by Asgari & Roshani (2012).

- 2- Harter Competency Perception Questionnaire: This scale was developed by Harter (1985) and measures the perception of adequacy in the four dimensions of behavioral adequacy items 1 to 13, social adequacy items 14 to 21, academic adequacy items 8 to 14 and The physical adequacy of statements 22 to 27 makes it possible in Harter's competence perception scale (1985), each score or item is scored as a four-option scale from 1 to 4 of Likert. A score of 4 assigned to each answer indicates a high merit perception and a score of 1 assigned to each answer indicates a low merit perception. A score of 3 indicates a high average merit perception and a score of 2 indicates a low average merit perception in two categories, approximately I'm right and it's almost not right about me, it's assigned. In Bai et al.'s research (2016), the value of Cronbach's alpha coefficient for the scales of behavioral, academic, social, and physical sufficiency is 0.61, 0.68, 0.66, 0.61, respectively, and for the whole test is equal to 0.70 has been calculated.
- 3- Self-control questionnaire: In this research, Kendall and Wilcox (1979) self-control measurement questionnaire was used to collect information. This scale was created in 1979 by Kendall and

Wilcox at the University of Minnesota and includes 33 questions, 10 of which are related to self-control, 13 of which are related to impulsivity, and 10 of which are related to both (impulsivity). - self-control) the questions of this test are positive and negative and have a 7-point Likert scale, where a score of 1 in positive questions indicates maximum self-control and a score of 7 indicates minimum self-control, and it is completely the opposite in negative questions. . The range of scores ranges from 33 to 231, and the closer the child's score is to 231, the less self-control the child has. Internal reliability with Cronbach's alpha method has been reported as 0.91 for this questionnaire (Pour Naqash Tehrani et al., 2016).

- 4- Cognitive Emotion Regulation Scale: CERQ Cognitive Emotion Regulation Questionnaire; (Garnefski and Karaij, 2006) is an 18-item instrument and measures the cognitive regulation strategies of emotions in response to threatening and stressful events in life on a five-point scale from 1 (never) to 5 (always) according to 9 subscales as follows: self-blame; other blame; Focus on thinking/ruminating; catastrophizing; undercounting; positive refocusing; positive reassessment; the reception ; Refocus on planning. The minimum and maximum score in each subscale is 2 and 10, respectively, and a higher score indicates a person's greater use of that cognitive strategy. The cognitive strategy of emotion regulation in the questionnaire of cognitive regulation of emotion is divided into two general categories of adaptive (adaptive) strategies and non-adaptive (non-adaptive) strategies. subscales of underestimating, positive refocusing,

positive reappraisal, acceptance and refocusing on planning; Compromised strategies and subscales of self-blame, other-blame, rumination/rumination, and catastrophizing; It forms uncompromising strategies. The retest reliability of the test showed that cognitive coping strategies have relative stability and the high internal consistency of the scale was confirmed with Cronbach's alpha coefficients of 0.80 (Gohri et al., 2015). In Iran, the results of the study by Hosni and Shah Moradifar (2015) showed that the 9 subscales of the Persian version of the cognitive regulation of emotion questionnaire have a good similarity and the range of Cronbach's alpha was 0.76 to 0.92.

Findings

The participants in the research include 75 single parent students. Among these people, 26 people (34.66%) were 7 years old, 11 people (14.66%) were 8 years old, 32 people (42.66%) were 9 years old, 4 people (5.33%) were 10 years old, and 6 people (8 percent) were.

Descriptive findings include the mean and standard deviation of social adaptability, competence perception, self-control and cognitive regulation of emotion of the subjects, which are presented in the following tables. Table 1 shows the mean and standard deviation of the score of Social adaptability, competence perception, self-control and cognitive regulation of emotion in the experimental and control groups, separately in the pre-test and post-test phases.

Table 1. Mean and standard deviation of psychological well-being, hope and health concern in the experimental and control groups, separately in the pre-test and post-test stages.

Variables		mean	standard deviation
Social adjustment		95.66	9.62
Perception of competence	Behavioral adequacy	34.98	6.53
	Social adequacy	15.87	1.02
	Educational adequacy	13.01	1.94
	Physical adequacy	10.56	1.08
Self-control		198.12	15.74
Cognitive regulation of emotion		34.41	4.88

As can be seen in Table 1, the mean and standard deviation of social compatibility equal to 96.66 and 9.62, behavioral adequacy equal to 34.98 and 6.53, social adequacy equal to 15.87 and 1.02. Academic efficiency equal to 13.01 and 1.94,

physical efficiency equal to 10.56 and 1.08, Self-control 198.12 and 15.74, and cognitive regulation of emotion 34.41 and 4.88 have been obtained.

Table 2. Correlation matrix between research variables in the sample of students

Row	research variables	1	2	3	4
1	Social adjustment	-	0.429*	0.446*	0.422*
2	Perception of competence	-	-	-0.398*	0.396*
3	Self-control	-	-	-	0.566*
4	Cognitive regulation of emotion	-	-	-	-

P<0/05 *

As can be seen in Table 2, all correlation coefficients obtained between research variables are significant at P<0.05 levels.

Also, the results showed that none of the subjects were single-variable outliers, so no data was removed from the data set. Therefore, statistical analyzes were performed on 75 subjects. Also, the significance level of the Kolmogorov-Smirnov test for all four research variables is

higher than 0.05. Therefore, the assumption of normal distribution of all research variables is confirmed. Descriptive findings can be seen separately in Table No. 3. The level of skewness and kurtosis coefficients for all four research variables is higher than 0.05. Therefore, the assumption of normal distribution of all research variables is confirmed.

Figure 1. The output of the initial model of the current research along with the standard coefficients of the paths

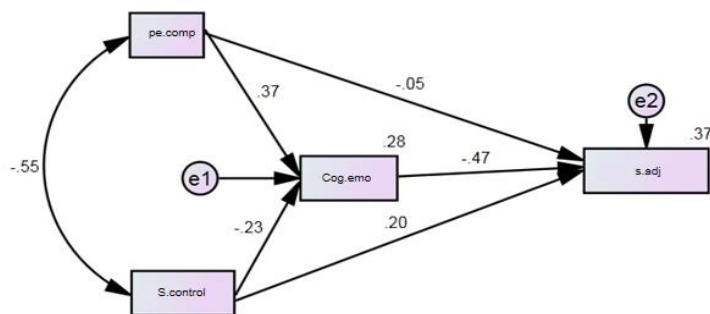


Table 3. Comparison of the fit indices of the proposed and final model

goodness of Fit Index	2χ	df	χ^2/df	GFI	AGFI	IFI	TLI	CFI	NFI	RMSEA
Proposed model (preliminary)	2.56	1	2.56	0.900	0.940	0.956	0.956	0.944	0.936	0.06

The final modified model	0.296	1	0.296	0.904	0.998	1	1	1	0.978	0.01
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According to the results listed in Table 3, the root mean square error of approximation (RMSEA) index (0.066), Tucker-Lewis goodness of fit index (TLI) (0.956) and adaptive goodness of fit index (AGFI) (0.940) indicate It was of moderate fit of the proposed model, and a direct path was non-significant. After removing the non-significant path in order to improve the fit of the model, the model was tested once more. The results listed in Table 3 show that the modified model's goodness of fit indices include chi-square

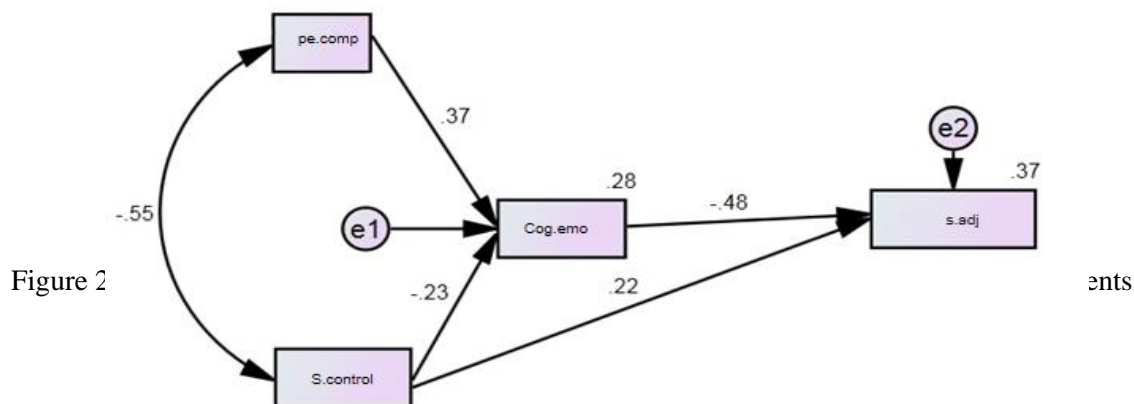
index ($\chi^2=0.296$), relative chi-square (df2=0.296), goodness of fit index (GFI=0.904). , adaptive goodness of fit index (AGFI = 0.998), comparative fit index (CFI = 1.00), incremental goodness of fit index (IFI = 1.000), Tucker-Lewis goodness of fit index (TLI = 1.00) and root mean squared approximation error (RMSEA = 0.01) indicates an excellent fit of the modified model. Therefore, the modified or final model has a good fit. Table 4 shows the routes and their standard coefficients in the initial proposed model.

Table 4. Structural model: paths and standard coefficients related to direct effects between research variables in the proposed model

path	proposed model			
	β	B	Critical ratio	P
Perception of competence regulation of emotion \rightarrow Cognitive regulation of emotion	0.336	0.278	4.91	0.001
Self-control \rightarrow Cognitive regulation of emotion	0.221	0/151	3.01	0.002
Perception of competence \rightarrow Social adjustment	0.044	0.036	0.624	0.51
Self-control \rightarrow Social adjustment	0.199	0.131	2.78	0.006
Cognitive regulation of emotion \rightarrow Social adjustment	0.441	0.460	6.81	0.001

The red path corresponds to the proposed model and was removed from the final model due to its non-significance, and therefore the non-significant path coefficient reported is related to the proposed model. Based on the results shown

in Table 4, some path coefficients related to the proposed model are not significant and were removed from the final model. Figure 2 shows the final model of the present study along with the path coefficients.



of the paths

Table 5. Structural model: paths and standard coefficients related to direct effects between research variables in the final model

path	proposed model			
	β	B	Critical ratio	P
Perception of competence $\xrightarrow{\text{Cognitive}}$ regulation of emotion	0.336	0.278	4.91	0.001
Self-control $\xrightarrow{\quad}$ Cognitive regulation of emotion	0.221	0.151	3.01	0.002
Perception of competence $\xrightarrow{\quad}$ Social adjustment	-	-	-	-
Self-control $\xrightarrow{\quad}$ Social adjustment	0.226	0.149	2.92	0.006
Cognitive regulation of emotion $\xrightarrow{\quad}$ Social adjustment	0.465	0.482	6.98	0.001

Based on the results shown in Table 5, all path coefficients related to the final model are

significant. Also, as mentioned, non-significant paths were removed from the final model.

Table 6. Bootstrap results between independent, dependent, and mediator variables

path	Data	Bootstrap value	lower limit	upper limit	standard error	bias
Competence perception to social adjustment through cognitive emotion regulation	0.066	0.121	0.02	0.121	0.025	0.008
Self-control to social adjustment through cognitive emotion regulation	0.139	0.144	0.21	0.089	0.039	0.02

The results of Table 6 show that for both indirect paths, zero is outside the confidence interval (lower limit and upper limit) and the obtained significance level is less than 0.05. Therefore, both indirect effects are significant and are confirmed.

Discussion and Conclusion

The purpose of the present study was to predict social adjustment based on the perception of competence and self-control with the mediating role of cognitive emotion regulation in single-parent students. The results showed that the path coefficient of the indirect effect of competence perception on social adjustment through the

mediation of cognitive emotion regulation is significant. This finding is implicitly aligned with the researches of Kursowi and Sadoughi (2019), Sheikh Ahmadi et al. (2019), Ghorbin et al. (2019), and aboulghasemi et al. (2011).

In explaining the findings of the current research, it can be said that the importance of peer relationships for children's psychological well-being and their academic performance is a proven category (Bahes, Ladd and Herald, 2006).

According to the process of socialization and its stages, Roche (2007) considers childhood to be the most intense period of socialization and 8-12 years old as the most important age to acquire social adaptation skills. Some children with more

adjustment and social skills have more positive interactions with their peers. Some children also have a lower social adjustment than their peers, and when they enter society and especially school, their lack of adjustment and social skills becomes more obvious (Kian and Calkins, 2004). Adapting to the environment is the most important purpose and goal of all the activities of the organism, as Butler states in all our lives, every day and every hour, we are engaged in adapting ourselves, transformed and untransformed, living is actually something. It is nothing but an act of adaptation (Hashmian, Shafiabadi and Soudani, 2017). Basically, an adapted person is a person who establishes a healthy and correct relationship between himself and his material and social environment, the result of which is the establishment of emotional stability for himself (Shaari Nejad, 2012).

On the other hand, the understanding of worthiness increases the adaptability and stability of teenagers against difficulties (Fifeld and Oliver, 2016). Competence perceived by a person is an important component in his performance and is a positive emotional experience, and on the other hand, the perception of inefficiency leads to pessimistic thoughts about himself (Borik, Daraz and Dordica, 2010). Competence perception is a good predictor of academic success and positive psychological characteristics in students (Zhang, Huerta, Jedeng, Chen, & Postiglione, 2019). Competence perception is generally defined as the ability to perform successfully in a specific task, action and function. In general, competent people are considered to excel in the tasks that society considers for a person in a certain age group. The feeling of competence in the environment is a basic psychological need that plays the main role in motivation and adaptation in different areas in which a person is active (Leduc and Bouffard, 2017).

The results showed that the path coefficient of the indirect effect of self-control on social adjustment through the mediation of cognitive emotion

regulation is significant. This finding is in line with the results of Dmitrovich et al.'s (2017) studies on the effect of emotion management on children's social functioning; DiMaggio et al. (2017) stating that the transformation of emotion regulation is parallel with social transformation; Hiker et al. (2018) based on the relationship between emotional regulation and social adjustment in children; Mark and Hanfey (2016) and Naughton et al. (2017) are consistent with the effect of emotion regulation problems on social adjustment.

These findings can be explained in such a way that the identification and regulation of emotion enables people to respond to social issues in a smooth compromise manner and use social opportunities. It should be noted that regulating the desired emotion by adjusting the individual's mental evaluations and reactions leads to appropriate reactions in cognitive, motivational and behavioral dimensions (Gresham D, Gullone; 2012). Redefining the situation has an effect on the way of perception of others, the way of interpreting their behavior and as a result the feeling that a person has towards others and the way of reaction, social self-control, adjustment of judgment, and perception of others. Emotional knowledge promotes flexibility and emotional management in neglected children by promoting general understanding and insight into the irreconcilable and destructive patterns of emotions, and this awareness facilitates two-way and compromised social interaction. In this regard, DiMaggio et al.'s study showed that emotional knowledge plays an important role in regulating emotions and thus improving social competence. DiMaggio et al. (2017). Based on this, it seems likely that emotional adjustment and adjustment by reshaping and integrating social and value mechanisms and frameworks as a social adjuster has caused the adaptation and compromise of people in this study.

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